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RESEARCH IN PROGRESS--SOCIAL DIALECTS OF ENGLISH.
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INCLUDED IN THIS REPORT ARE BRIEF DESCRIPTIONS OF 36 CURRENT, PROJECTED, OR RECENTLY COMPLETED SOCIAL DIALECT STUDIES IN ENGLISH. THE THIRD IN A SERIES, REPORT NO. 3 COMPLETELY SUPERSEDES THE PREVIOUS REPORTS (WHICH WERE ENTITLED "CURRENT SOCIAL DIALECT RESEARCH AT AMERICAN HIGHER INSTITUTIONS, NOS. 1 AND 2"). THE PROJECTS OUTLINED IN THIS REPORT DEAL WITH MANY ASPECTS OF SOCIOLINGUISTICS, INCLUDING LINGUISTIC ANALYSIS OF DIALECTS, MATERIALS PREPARATION FOR TEACHING STANDARD ENGLISH TO SPEAKERS OF OTHER DIALECTS, PILOT STUDIES, DIALECT CONTACT AND CHANGE, AND RESEARCH ON TEACHING METHODS FOR SPEAKERS OF CERTAIN DIALECTS. IN EACH CASE THE REPORT GIVES THE NAME AND LOCATION OF THE PRINCIPAL INVESTIGATOR TO AID RESEARCHERS NEEDING MORE DETAILED INFORMATION NOT GIVEN BY THE REPORT RESUMES. (JD)

ED012906

CLEARINGHOUSE FOR SOCIAL DIALECT STUDIES

(Center for Applied Linguistics/National Council of Teachers of English)

# RESEARCH IN PROGRESS: SOCIAL DIALECTS OF ENGLISH

## REPORT NO. 3

Brief descriptions of 36 current, projected, or recently completed social dialect studies in English.

Information on projects not included here should be sent to: Hugh W. Buckingham, Jr., Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The studies are arranged alphabetically, by state and location of research.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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William A. Stewart
Secretary
Clearinghouse Committee
for Social Dialect Studies

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September, 1967

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PREFACE

The Clearinghouse for Social Dialect Studies was first proposed at a conference on Urban School Dialects and Language Learning held at Indiana University in the summer of 1964,[1] with support from the Cooperative Research Program of the U.S. Office of Education. The Clearinghouse was formally established in February 1965 as a joint instrumentality of the Center for Applied Linguistics and the National Council of Teachers of English. It operates under the guidance of an Advisory Committee whose membership[2] assures continued contact with all relevant programs, procedures and publications. Using the facilities of an allied CAL project, Language Research in Progress (LRIP), this Clearinghouse activity brings together information and materials related to and emerging from special projects concerned with the speech of speakers of non-standard varieties of English and associated school problems.

In the fall of 1965, the Clearinghouse Committee for Social Dialect Studies suggested that a draft report on current social dialect research be prepared for its consideration at a second meeting, which was held in conjunction with the NCTE Annual Meeting in Boston in late November 1965. This suggestion was conceived as a "current awareness" source for scholars actually engaged in social dialect research, thus complementing NCTE's elaborate task force survey of action programs.[3] Such a draft report was prepared and distributed in April 1966 to some 80 persons known to be engaged or interested in the kind of work described in it. This was the first Social Dialect Research Report. The second Report appeared in November 1966. The title of the first two Reports was "Current Social Dialect Research at American Higher Institutions." At the meeting of the Clearinghouse Committee held on July 30, 1967, it was decided to change the title of the Report to "Research in Progress: Social Dialects of English."

Report No. 3 includes new projects, as well as previously reported work, updated to the extent of our information. Both categories are dated September, 1967. Descriptions of research activities that are still current but about which we have received no new information are reprinted with their prior dates. Except for minor editorial revisions, the language of each description is the investigator's. Report No. 3, like Nos. 1 and 2, is conceived primarily as a "current awareness" source for researchers. It completely replaces the previous reports.

It is more than possible that there is social dialect research in progress that is not reported here. Your aid in bringing such research to light is earnestly solicited. Comments and suggestions, as well as revisions and additions, are welcomed.

Alfred S. Hayes
William A. Stewart
Hugh W. Buckingham, Jr.
Language in Education Program
Center for Applied Linguistics

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[1] Social Dialects and Language Learning (Report of a Conference sponsored by the Illinois Institute of Technology and the NCTE), ed. Roger W. Shuy. Champaign, Illinois: NCTE, 1965. pp. 157.

[2] September, 1967: Harold B. Allen (Univ. of Minnesota), Alva L. Davis, Chairman (Illinois Inst. of Technology), W[illegible]son Francis (Brown Univ.), Alfred S. Hayes (CAL), Robert F. Hogan (NCTE), Albert H. Marckwardt (Princeton Univ.), Raven I. McDavid, Jr. (Univ. of Chicago), David W. Reed (Univ. of California, Berkeley), Roger W. Shuy (CAL), William A. Stewart, Secretary (CAL).

[3] Language Programs for the Disadvantaged (Report of the NCTE Task Force on Teaching English to the Disadvantaged), Richard Corbin and Muriel Crosby. Champaign, Illinois: NCTE, 1965. pp. viii + 327.

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Susan Ervin-Tripp

University of California, Berkeley

COMPARATIVE LANGUAGE DEVELOPMENT AND SOCIALIZATION

In this preparation phase of a cross-cultural research program in language development, pilot research will be conducted, field workers will be trained, and a research guide will be developed. Preparatory examinations will apply to: (1) obtaining usable research data on the form and rate of development for language differing radically in structure from English; (2) developing data on the use of language by children and on the different ways that children learn stylistic and code variations in language; (3) determining the effects of different training procedures on the language development of children; and (4) identifying the social factors which affect the language learning of children.

September, 1967

William D. Rohwer

Institute of Human Learning, University of California, Berkeley

SOCIAL-CLASS DIFFERENCES IN THE ROLE OF LINGUISTIC STRUCTURES IN PAIRED-ASSOCIATE LEARNING

Specific organizational processes that contribute to successful learning will be studied, that is, how meaningfulness and familiarity of educational materials can affect learning efficiency. A series of four experiments will be conducted using kindergarten and elementary school children. The standard method of Paired-Associates Learning will be used. Tasks will be representative of a number of learning problems faced by individuals outside the laboratory environment. The variables to be studied will include age, social class, and learning conditions. The results of experimentation should provide information on the usefulness of various methods of organizing materials, and should advance current efforts to improve the educability of culturally disadvantaged children suggesting concrete methods for increasing their learning efficiency.

Several related articles have appeared or are about to be published. They are listed below:

"Constraint, syntax and meaning in paired-associate learning," Journal of Verbal Learning and Verbal Behavior, Vol. 5, No. 6, December, 1966.

"Context effects in the initial storage and retrieval of noun pairs," in press, Journal of Verbal Learning and Verbal Behavior.

"Form class and intralist similarity in paired-associate learning," in press, Journal of Verbal Learning and Verbal Behavior.

"Learning efficiency as a function of depiction, verbalization, grade and social-class." Paper presented at the annual meeting of the American Educational Research Association, 1967, New York, New York.

"Pictorial and verbal factors in the efficient learning of paired associates," in press, Journal of Educational Psychology.

"Semantic constraint in paired-associate learning," Journal of Educational Psychology, Vol. 57, No. 5, 1966.

Evan R. Keislar, Carolyn Stern, Avima Lombard, Geraldine Trevor, Tobie Gonick, Willa Gupta

Department of Education, University of California, Los Angeles

INSTRUCTION OF SOCIOECONOMICALLY HANDICAPPED PRE-SCHOOL CHILDREN IN THE USE OF LANGUAGE TO INCREASE ACADEMIC APTITUDE (PRE-SCHOOL LANGUAGE)

Goals: (1) to determine the principles of language instruction which will increase the ability of socioeconomically handicapped children to use language; (2) to test the hypothesis that special instruction in the use of language with such children will result in improved language ability and more rapid academic progress during the first year of school; (3) to discover the best ways of developing and using programmed instruction with language-handicapped young children.

Procedure: Children three to five years of age from various day care centers in Los Angeles County are the subjects for this series of investigations. A number of subsidiary studies are being carried out to test different principles of instruction in the use of language. Generally speaking these involve two groups of culturally-deprived children, each being instructed in a different way; appropriate control groups of socioeconomically handicapped and middle-class children are being used also.

Based on the results of these subsidiary investigations, a major three-year experiment involving a total of 400 children will be carried out. Experimental groups will be given comprehensive training using programmed learning methods which require oral and manipulation responses from the subjects.

Measures to be used as criteria for the major experiment will include: (1) the ability to understand instructions, questions, and information presented orally; (2) ability to speak sentences (to describe situations presented visually) involving different linguistic forms and vocabulary; (3) to use language effectively in logical thinking (i.e., to use language to cue oneself appropriately in both overt and covert fashion). The most important criteria will include academic progress during the first grade.

The first year's report on the above activities is available; also, an article appeared in the October, 1966, Young Children.

In academic 1966-67, an experimental program with 70 children was to be administered. The program provided various types of language experience in 15-minute daily structured curriculum. Techniques such as echoic, modeling, language practice, story production, as well as use of language in problem-solving were to provide practice in the three phases of language: expressive, receptive and mediational. In addition, a number of studies on questions such as the effect of corrective feedback vs. no feedback for wrong answers, affect of variety contrasted with repetition, and various types of training to produce increased flexibility in verbal output were to be conducted.

This project is also an Evaluation and Research Office for the Head Start Program, and as such will develop a number of instructional programs to evaluate language ability in a number of different areas, as well as carry out research studies on active aspects of the school oriented behavior of this population.

Termination date is scheduled for May 31, 1970.

September, 1967

Evan Keislar, Carolyn Stern

School of Education, University of California, Los Angeles

HEADSTART EVALUATION AND RESEARCH OFFICE

Validation work with four instruments (Echoic Response Inventory for Children, Expressive Vocabulary Inventory, Children's Auditory Discrimination Inventory, Visual Discrimination Inventory) is well under way. The measures have been revised several times and pilot tested with small samples. The final data collection is either in process or completed; in some cases the data is now being run in the computer.

An instrument to measure children's ability to process information and use language in problem solving has been developed and tested. The data is being processed and should be available soon.

Measurement of self-concept in young children: A picture selection task is being developed to identify levels of self-concept in children three to six years of age. Performance by sex across socioeconomic and ethnic groups will be compared to determine changes which may be attributed to environmental influences as contrasted to maturation. Experimental investigations of the use of dialect vs. standard English as a language instruction are being carried out. It was noted that some linguists maintain that disadvantaged children are not handicapped in their thinking processes even though their language is "restricted." Dialect is said to possess a "universal grammar" and this is just as effective as standard English.

Verbalization of relevant vocabulary in learning simple geometric concepts in a puzzle assembly context: An experiment testing the value of a programmed sequence of lessons to teach simple geometric terms through the use of puzzles has been completed. Approximately 65 children from Headstart classes, randomly selected to one of four treatment groups, were given a battery of pre-tests, including verbal and manipulative tasks. The treatments were: (1) puzzle assembly with instruction emphasizing the appropriate vocabulary; (2) stories in which the vocabulary was developed, but no practice in puzzle assembly; (3) puzzle assembly practice without relevant vocabulary instruction; and (4) control with no special instruction between pre- and post-tests.

Effects of varying reward contingencies on competition among children from different socioeconomic classes, by race and sex: The hypothesis that the performance of Negro and Caucasian boys and girls from different socioeconomic and ethnic backgrounds will differ with respect to the reinforcement contingencies in a two-person game situation is being investigated with a specially-constructed device.

Cooperative and competitive behavior of children from different socioeconomic and ethnic groups: A gross assessment study to determine whether or not there are differences in patterns of cooperation and competition in children from different ethnic, socioeconomic, and sex groupings is almost completed. Five teams of four boys and five teams of four girls from Negro, Caucasian, and Mexican ethnic backgrounds in Headstart classes and an equal number of children from Los Angeles Children's Centers, making a total of 240 children, have participated in this study.

M.C. Wittrock

University of California, Los Angeles

DEVELOPMENT OF VERBAL SKILLS FOR CULTURALLY DEPRIVED CHILDREN

The use of distinctive verbal labels to teach concept formation in communication skills to culturally disadvantaged elementary pupils will be studied during the proposed research project. The research will be divided into two experiments, one using concepts from the subject's old response and its verbal label, and the other using new and complex concepts and relationships. Sample groups will be comprised of 150 culturally disadvantaged children ranging in age from 10 to 12 who will be randomly assigned to five groups of 30 subjects each. The 5 groups will include: (1) the mediated generalization group; (2) the mediated discrimination response group; (3) the mediated discrimination stimulus group; (4) the no-label group; and (5) the no-task group. The various groups will receive different original and interpolated learning treatments and be tested for retention of learning.

The second experiment will be similar to the first, but the task will be different and the concept more complex. Scores and data collected will be analyzed through use of multiple comparisons among means on an IBM 7094 computer.

Hazel Leler

Stanford University, Stanford

LANGUAGE DEVELOPMENT OF SOCIALLY DISADVANTAGED PRE-SCHOOL CHILDREN

This research project has two parts, the first of which is a Parent Survey. This survey was conducted in order to find out whether or not mothers in socially disadvantaged families in a given area were willing to enter a parent participation pre-school program. Its purpose was to assist in determining the feasibility of a contemplated experimental pre-school program in which the independent variables are parent participation-education and an enriched curriculum, and the dependent variables are the intellectual and language development of the children. The investigator has hypothesized that such a parent participation program would have values for socially disadvantaged families in stimulating the language and intellectual development of the children.

The second part of the project deals with Mother-Child Interaction and Language Development. This was an attempt to assess influences on the language development of disadvantaged pre-school children in terms of mother-child interactions. Various writers have stated that the language and cognitive disadvantages these children suffer may be due to the smaller amount and poorer quality of the interaction which the child has with his parents, chiefly with the mother, in comparison with the middle-class child.

This investigation was therefore undertaken to test the following hypotheses: Socially disadvantaged pre-school children who score comparatively high on language measures will come from home environments in which the mother-child interaction is comparatively high in such factors as the mother's warmth and acceptance, use of praise, reinforcement of verbalizations, use of reasoning, rewarding of independence, and pressure for achievement; and the child's independence and initiative in verbalization. Conversely, children who score comparatively low on the language measures will come from an environment low in such mother-child interaction factors.

This research is nearing completion. The raters are now analyzing the mother-child interaction. Within a few months, results should be forthcoming. There are from 46 to 53 subjects, depending upon whether the language samples of some of the children are adequate for inclusion. Correlations between the language scores of these children and the ratings of the mother-child interaction will be determined.

September, 1967

Robert L. Twiss, Caroline Hamsher, William Pickens

Hartford Board of Education, Hartford

TEACHING STANDARD ENGLISH AS A SECOND DIALECT, GRADES 7-12

The objective is to devise a program of oral and written lessons which will help pupils limited by a non-standard dialect to adopt standard English as a second dialect.

The work is being conducted in four stages: First, an informal speech survey will be undertaken in the validated secondary schools of Hartford to discover or confirm variations between Hartford Negro and lower-class dialects and Hartford standard. The results of this survey will also be compared with those from an earlier unreported survey taken among first graders in Hartford. Second, oral and written lessons will be designed to help pupils move from dialect patterns to standard patterns. Motivation will be an important consideration in this program. Third, these lessons will be piloted in the schools, and revisions will be made in the light of experience. Fourth, an attempt will be made to measure results in pilot classes.

Once the teaching methods and materials have been established, instruction in standard English as a second dialect will become a part of the English program of studies.

September, 1967

C.J. Garvey, Director (Roger W. Shuy, Director effective September, 1967)
J.L. Dillard, Associate Director

Center for Applied Linguistics, Washington, D.C.

URBAN LANGUAGE STUDY AND MATERIALS DEVELOPMENT PROJECT

Goals: A description of the non-standard English spoken by Negroes of a socio-economically disadvantaged social stratum in the District of Columbia, including sociolinguistic description and psycholinguistic attitude studies will be carried out. Teaching materials for teaching the standard dialect to speakers of the non-standard dialect will be developed in cooperation with teachers from District of Columbia schools.

Approach: Informants, aged 5-15, have been chosen from a neighborhood site -- a block which is also being studied sociologically and anthropologically. The speech of the informants is being treated as an independent linguistic system, rather than a deviation from standard English. Both standard linguistic elicitation techniques and recording of spontaneous conversation are being used as data gathering devices, and cross-checking between the two is being performed. Materials development in its early stages is following the contrastive techniques of English as a second language teaching; modifications in the light of experience in the classroom are expected.

Results to date: A reasonable complete analysis of the directly elicited speech of one 14/15-year old informant has been completed, and the analysis is being incorporated into the age-grading study (see below). A corpus composed of free conversations has formed the basis for an analysis of the prosodic system and of certain phonotactic features. Plans are made for the publication of these texts and analyses.

Research is now proceeding in the investigation of age-grading in NNE (Negro Non-Standard English). Spontaneous conversations of sociometrically chosen peer groups have been recorded under the most natural possible conditions, transcriptions are being made, and tabulation of the probable phonological and grammatical indices of age-grading has begun.

Materials development will take into account this later research. The first materials will, obviously, be more appropriate for junior high school and high school students than for younger students. When age-grading is better understood and language development among speakers of non-standard dialect is analyzed, better materials for younger students can be developed.

Dale P. Crowley, Robert O.H. Petersen, et al.

University of Hawaii and State of Hawaii Department of Education, Hilo

# THE HILO LANGUAGE DEVELOPMENT PROJECT

Problem: Many citizens of Hawaii reach adulthood having never acquired even a minimal control of standard English. The main problem is a lack of general, rapid, uniform growth in total language skills. The results, however, are more than linguistic; there are critical academic, psychological, social and economic implications for the monodialectal speaker of Hawaii Islands Dialect (Pidgin).

Conventional classroom procedures in attempts to impart a control of standard English have been unsuccessful for large numbers of pupils. The drawbacks of conventional methods have resulted in linguistic retardation of the pupils, because of a lack of knowledge about the relationship between the Hawaii Islands Dialect and standard English, a lack of linguistically significant materials in the curriculum, and a deficiency of linguistically oriented teachers to present the materials effectively.

The project is based on these assumptions: That children can be taught control of another dialect in school. That teaching goals can be identified. That an oral control of standard English will provide the basis for quick and efficient learning of reading and writing. That children in the lower elementary grades (K-3) will be able to learn another dialect more efficiently than older children.

Description: Work and development is progressing in several phases:

(1) Linguistic analysis and description of the Hawaii Islands Dialect, and a contrastive comparison with standard English is being carried out to determine the language features of standard English which are lacking in the pupils' speech.

(2) Sequencing of these features and the writing of lessons designed to present them in a pedagogically and linguistically sound framework is continuing.

(3) The teachers of the experimental groups are being trained in modern audio-lingual approaches to language teaching and in sound techniques of classroom presentation.

(4) The lessons are being presented to four experimental grades (K-3) in the Keaukaha School, Hilo, where 95% of the pupils are monodialectal speakers of Hawaii Islands Dialect.

(5) There is continuing evaluation of the lessons (for revision), the teachers (to guide training), and the children (to test progress against control groups).

(6) A test to measure oral speech proficiency in standard English as opposed to Hawaii Islands Dialect has been developed and is being employed to test the progress of experimental groups against control groups.

Objectives:

(1) To demonstrate the effectivenss of the strategy devised by the staff and developed during the project.

(2) To demonstrate that non-specialists in language teaching (classroom teachers) can do an effective job of teaching standard English given the proper materials and orientation.

September, 1967

(3) To provide lessons directly applicable to Hawaii schools, and of interest wherever there is a dialect problem.

(4) To provide consultation on dialect teaching problems to schools and teachers.

Several reports have recently appeared which have come out of the initial stages of the investigation. They are:

English in Hawaii: An Annotated Bibliography (Oceanic Linguistics, Special Publication No. 1, 1966) by Stanley M. Tsuzaki and John E. Reinecke.

"Hawaiian-English: Pidgin; Creole; or Dialect?" by Stanley M. Tsuzaki.

"Language Learning Goals Defined by Divergences of Hawaiian Islands Dialect from Standard English," by Dale P. Crowley and Robert O.H. Petersen.

"Language Programs Contrasted," by Dale P. Crowley.

"On the Proscription of Non-Standard English in Hawaii," by Robert O.H. Petersen.

"Significant Differences in Language Programs for the Disadvantaged," by Dale P. Crowley.

"The Disappearance of Standard English Mass Nouns in Hawaiian Islands Pidgin," by Dale P. Crowley and Elaine Sugai.

Also to be published soon:

"The Measurement of Oral Proficiency in English: Rationale and Preliminary Data," by Arthur P. Coladarci and Dale P. Crowley.

Gordon R. Wood

Southern Illinois University, Carbondale

SUB-REGIONAL SPEECH VARIATIONS IN VOCABULARY, GRAMMAR, AND PRONUNCIATION

A computer analysis will be made of the structures of vocabulary, syntax, and pronunciation in current American English. Such an analysis involves identifying the various structural patterns, relating them to known bodies as evidence about American Spoken English, and interpreting the results in terms of continuity and change. As the evidence permits, interpretations will also be made of the apparent influences of age, sex, and education on these matters.

Typescripts will be prepared and coded from work copies of master tapes. Two computer runs, pilot and production, will be made involving card punching, machine processing, and printouts. These printouts will be made up of the following elements: (1) vocabulary; (2) grammar and syntax; (3) phonetic-phonemic materials; and (4) summaries of two or three of the first three elements.

September, 1967

Thomas H. Shriner

Children's Research Center, University of Illinois, Champaign

MORPHOLOGICAL STRUCTURES IN THE LANGUAGE OF DISADVANTAGED AND ADVANTAGED CHILDREN

Two groups of pre-school children, 25 culturally disadvantaged and 25 culturally advantaged, were matched by mental age and compared in their ability to apply morphological rules to unfamiliar situations. Each subject was administered the Peabody Picture Vocabulary Test, a picture articulation test, and a 30-item morphology test. The morphology test was constructed to measure both receptive and expressive aspects of morphology. A comparison of total morphology test mean scores between the groups revealed no statistically significant difference. To locate possible significant differences obscured by pooling mean scores, additional computations were made with other variables. Within-group and between-group comparisons were made which looked for differences between males and females, subtest items, and receptive vs. expressive abilities. No significant differences were found. Several hypotheses were advanced to account for the lack of significant differences between the two groups and disregarded as untenable. It was suggested that when relevant variables are controlled, and with respect to the morphological language abilities measured in this study, the label culturally disadvantaged and culturally advantaged may be a misnomer.

Edward T. Hall

Illinois Institute of Technology, Chicago

ETHNIC USE OF MICRO-SPACE IN INTERPERSONAL ENCOUNTERS

The objective of this research is to discover how ethnic groups, in face to face encounters, differentially employ and code various combinations of sensory perception as an out-of-awareness process and to determine how using different codes may lead to alienation.

It has long been assumed that "basic" non-verbal communication between men (regardless of culture) is pretty much the same. The data at hand do not support these assumptions: In fact, such differences can lead to alienation. To gain insight into alienation, one of the many para-communicative sub-systems is being studied.

The point of entry is via the use of distance in encounters, because in setting distances people also help to define the situation, which is a function of: their relative status, the business at hand, and affect. Parataxic communication occurs whenever there is a lack of congruence between two cultural systems, so that the individuals involved "define" the situation differently.

November, 1966

Alva L. Davis

Illinois Institute of Technology, Chicago

LANGUAGE RESOURCE INFORMATION FOR TEACHERS OF CULTURALLY DISADVANTAGED

The materials which result from this project will give the teacher and curriculum planner a clearer understanding of the nature of regional standards of English and of regional substandards. It will demonstrate that the language a child uses is a part of his cultural heritage, and that the acquisition of a more prestigious dialect is similar to the acquisition of another language, requiring intensive pattern drill.

The materials will therefore aid the teacher in dealing more effectively with the language problems of culturally different children. Although derived in large part from experience and research in the Chicago area, they should prove almost equally useful in other urban centers with large in-migration. They should be of value in teacher-training workshops, in classes for teacher preparation, for in-service training and for other group study. Technical language is to be kept at a minimum so that an interested teacher could study them profitably without a formal background in linguistics. Teachers in adult education programs, especially those in literacy, would be aided by the materials because they would provide part of the necessary linguistic training. The reading problem is closely bound up with dialect differences, in that the speech of illiterates is not the language of written standard English, and, therefore, the written language is not a graphemic representation of their speech.

September, 1967

Thomas Kochman

Department of American English and Linguistics, Illinois Teachers College, Chicago

THE LEXICON OF AMERICAN NEGRO SLANG

This project will attempt to describe the slang that is used exclusively by Negroes, or, that amount that is shared by whites but is clearly original with Negroes or generally characteristic of their speech.

At present the work consists of a mimeographed glossary, which is a collection of slang terms used by Negroes, gathered primarily in New York City and Chicago, plus a file of citations. Much of the present research is involved with expanding the file with oral and literary citations from persons who can be regarded as authentic.

Using the present glossary, several students of the researcher have attempted to identify the relative portion of the slang that is known to whites and Negroes, boys opposed to girls, south-siders vis-a-vis west-siders, etc. In addition, geographical comparisons are also being made among Negroes in Washington, D.C., New York City, Chicago, Philadelphia and Pittsburgh. This comparison is based partly on published material which identifies the locale, and on surveys which have been conducted by the researcher. These surveys will provide the confirmation for the use of the terms as well as a basis for determining regional variation.

The finished lexicon should contain the following: (1) an alphabetical list of slang terms characteristic of the speech of American Negroes; (2) definitions of the terms as revealed by authentic citations; (3) authentic literary and/or oral citations for each of the meanings and uses of the words given; (4) etymology of words, where possible; (5) regional variations; (6) cross references of words in which regional variation exists; (7) differentiation in the meanings of synonyms; and (8) a code next to each citation which will identify the author and source.

September, 1967

Carl Bereiter

University of Illinois, Urbana

AN ACADEMICALLY-ORIENTED PRE-SCHOOL FOR DISADVANTAGED CHILDREN: RESULTS FROM THE INITIAL EXPERIMENTAL GROUP

Fifteen four-year-old disadvantaged children were chosen on the basis of older children in the same households having educational difficulties that were attributed, by their teachers, to cultural deprivation. For two years they were given a special educational program that featured one hour a day of direct verbal instruction in language, arithmetic, and reading. The remainder of the program (an additional hour the first year, an hour and half the second year) consisted of less structured activities designed to reinforce the effects of direct instruction.

Relevant test data included a test of ability to use grammatical inflections (the Auditory-Vocal Automatic subtest of the Illinois Test of Psycholinguistic Abilities), a verbal analogies test (the Auditory-Vocal Association subtest of the ITPA), a test of expressive language (ITPA Vocal Encoding), a vocabulary test (ITPA Auditory Decoding), general intelligence (Stanford-Binet MA), and achievement in reading, arithmetic, and spelling (Wide-Range Achievement Test). On the first testing the children averaged from one-half to one and one-half years below average on all language tests. By the end of the second year their scores had risen to approximately average, except that on the grammar test their scores rose from far below average to within two months of average the first year, but then direct instruction in grammatical usage was suspended, and they gained only four months the next year. As a result they ended with socres again well below average on this test. Mental age rose from about six months below average (the first testing occurring six weeks after school started) to about four months above average. Terminal achievement averaged at the 1.5 grade level in reading, 2.6 in arithmetic, and 1.7 in spelling.

Doris R. Entwisle

Johns Hopkins University, Baltimore

WORD ASSOCIATIONS OF DISADVANTAGED CHILDREN

The problem concerns sub-cultural differences in linguistic development. This research is directed at analysis and interpretation of word association data already collected from Negro and white slum children residing in Baltimore. A factorial design makes it possible to study effects of race-of-interviewer and race-of-child, as well as age, IQ, and sex of child.

Two general kinds of analyses are underway: (1) within the slum groups, and (2) between slum groups and other socio-economic status or sub-cultural groups studied. Matched samples of Negro and white children residing in Baltimore provided word associations to a standard set of stimulus words already used with other socio-economic and sub-cultural groups. Both Negro and white interviewers gathered the data from both kinds of children, so administration effects could be isolated. Children at kindergarten, first, third and fifth grade, equally divided by sex and at average (95-105 inclusively) and low (85 or less) IQ were included so that effects of age, sex and IQ level could also be isolated. These data were compared with data from children with the same characteristics residing in the suburbs and in rural areas. Also, the data were compared with data from matched samples of urban children with about $6,700 p.a., and about $3,000 p.a. family income.

Preliminary analysis of the data shows strong effects attributable to race of child and to interactions between race of child and race of interviewer. By comparing slum data with data for suburban and rural children, some insight can be gained into comparative rates of development in the various groups, and also into what factors may enhance or slow development. Initially some surprising outcomes have appeared. First-grade slum children are ahead of first-grade suburban children, both in terms of form class development and in commonality percentages. This advantage seems to disappear by third grade.

This research has direct implications for education of minority groups; i.e., studying interactive effects between race of teacher and race of child, defining the precise nature of verbal deficits present in minority groups, and so on. Also, it has relevance for the influence of verbal interaction on pace of linguistic development.

Two papers have recently appeared:

"Sub-culture Differences in Children's Language Development," by Doris R. Entwisle.

"Developmental Sociolinguistics: Inner City Children," by Doris R. Entwisle.

September, 1967

Harry Osser

Department of Pediatrics, Johns Hopkins Hospital, Baltimore

SOCIAL-CLASS FACTORS IN THE LANGUAGE DEVELOPMENT OF PRE-SCHOOL CHILDREN

Problems: (1) Which syntactic structures are under the productive and/or the receptive control of pre-school children? (2) Do lower-class children show a developmental lag in their acquisition of syntax, when compared with middle-class children? (3) What are some of the formal differences between standard English and the non-standard dialects of lower-class white and Negro children?

Procedures: (1) Speech Production: Spontaneous speech of 4-5 year old middle- and lower-class children has been recorded, and analyzed, using a transformational approach. (2) Imitation task: The child's control of specific syntactic structures was measured by asking him to repeat a list of sentences which incorporated 13 different syntactic structures. (3) Comprehension task: Another measure of the child's syntactic development was obtained by translating the sentences used in the Imitation task into pictorial forms, and using them to evaluate the child's comprehension of the same set of structures.

Results: Speech Production: Significant differences were found in favor of the middle-class children on several indices, e.g. (1) total number of different syntactic structures used, and (2) average sentence complexity (based on a specially developed index of quantitative syntactic complexity). Speech Imitation and Comprehension. Middle-class children performed significantly better than lower-class children on both tasks. There were discrepancies in performance in the two tasks to the same structure, particularly among the lower-class children. By referring to the lower-class child's own dialect, these discrepancies often became understandable. These children, infact, recoded their imitative responses to fit their dialect. For example, possessives were "poorly" imitated by them (i.e., they were elided) but they were well understood, which seems to exemplify the phenomenon of receptive dialectalism.

Numerous fine analyses are still being carried out so that social-class differences can be specified exactly.

For future use, the Imitation and Comprehension tasks have been expanded to include 56 sentences and pictures, and 28 different syntactic structures. Future plans also include provisions for extending the range of speech situations to be sampled.

Dr. Osser has recently moved to San Francisco State College, San Francisco, California.

John Mellon, James Moffett, Wayne O'Neil, Davenport Plumer (Steven Brown, Courtney Cazden, Henry Olds, Charles Reed, Anita Rui, George Thomas, Joel Weinberg)

Graduate School of Education, Harvard University, Cambridge

## DESIGN OF A SCHOOL-WIDE LANGUAGE DEVELOPMENT CURRICULUM, FOR STUDENTS WITH SEVERE LANGUAGE DISABILITIES

The School Language Group will study and attempt to define the language problems of the culturally deprived as they are revealed by research and interpreted by a theory of language. Concurrently, this group will begin work on a language development curriculum. The long-term objectives of the group are: (1) the expansion of the original curriculum work to the whole school, so that language development continues in a sustained and orderly way through all stages of the student's development; (2) the analysis of disciplines other than English to see how they can contribute to language development, and vice versa; (3) the development of a graduate course and practicum in language development for all teachers.

The basic assumption is that a school having students with language disabilities must treat these disabilities in an intense and systematic way. The first step towards curriculum design for such students is a thorough description of their language. The theory of transformational grammar will be used. There appear to be three most important areas for study: vocabulary, syntax, and "supra-syntactic linguistic conventions characteristic of both the written and the spoken language" (logical, temporal and rhetorical relationships). The curriculum will be based on the emerging details of the mismatch between students' language performance and the language expectations of the school.

The following studies will be carried out in the Boston area in 1966-67:
1. Measures of linguistic performance for characterizing the language of children in any setting.
2. Children's out-of-school language. It is hypothesized that this is syntactically richer and has more vocabulary fluency than in-school speech.
3. Children's language in in-school discussions. It is hypothesized that culturally deprived children perform better when conversing with non-deprived children and with non-teacher adults.
4. The language of classroom teachers. Do they, in fact, use language that exceeds the comprehension ability of children?
5. The performance ability of children. This will attempt to establish normal upper limits of performance ability for students at various ages.
6. Language learning studies. These will depend on the results obtained from the above, but may consist of exercises to increase short-term memory, and procedures for the teaching of vocabulary.

Proposed Curriculum Development Projects

Three projects, based on existing evidence and evidence gained from the above studies, will focus on the areas of reading and vocabulary improvement, and oral and written tasks that teach the "elaborated code." They will be sequences of planned exercises stressing language use and a positive attitude towards it. It is not anticipated that any, or all, of the projects will produce a full year's curriculum for any given grade. The projects are: (1) oral and written language elaboration projects; (2) instructional games; (3) reading-listening comprehension.

November, 1966

Loren S. Barritt, Mervyn I. Semmel, Paul Weener

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# IMMEDIATE MEMORY SPAN OF CHILDREN FROM "ADVANTAGED" AND "DISADVANTAGED" BACKGROUNDS

Three groups of children differing in socio-economic background were asked to recall strings of information at four levels of conceptual difficulty, specifically: (1) nonsense words; (2) high-frequency nouns; (3) anomalous sentences; (4) meaningful sentences. Three predictions, based upon previous research were made: (1) Children would recall more information when previously established language habits were allowed to operate. Thus, it should be easier for all children to recall six words in a meaningful sentence than in an anomalous sentence and, further, a six-word anomalous sentence should be easier to retrieve than a six-word string of high-frequency nouns. (2) Children from different socio-economic backgrounds would reveal increasing differences in their ability to recall information, as prior language habits (semantic as well as syntactic) were brought into use. (3) Children at different grade levels (in this study 1st and 2nd grades) would reveal increasing differences in the amount recalled as language habits were used. Thus, 1st- and 2nd-graders should be more alike on nonsense words than on meaningful sentences.

Predictions one and three were confirmed; prediction two was not. There were non-significant differences between children from different socio-economic backgrounds at each of the four levels used in this study. The predicted interaction between list and group was not observed.

These results duplicate the findings of prior research with meaningless strings of numbers, but go beyond these earlier findings to demonstrate that the auditory memory of lower- and middle-class children is also similar on meaningful tasks.

September, 1967

MICHIGAN - Ann Arbor 20.

Harlan Lane, Lawrence Caroline, Charles Curran

Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor

# THE PERCEPTION OF GENERAL AMERICAN ENGLISH BY SPEAKERS OF SOUTHERN DIALECTS

Recent linguistic research has shown that the speech patterns of southern Negroes constitute a legitimate dialect of English with grammatical (including phonological) rules somewhat different from General American English (GAE). The present experiment was designed to examine the possibility that those aspects of the Negro dialect which set it apart from other English dialects lead to differences in speech perception, as well as to the differences previously noted in speech production. Five phonetically-balanced word lists and two sets of phonetically-balanced sentences were tape-recorded by two speakers of General American English and played to groups of Negro and Caucasian university students in Alabama. Each S was asked to either repeat into a microphone or, under other test conditions, to write down what he heard as the lists were played to him through earphones. The mean score for the Negro students was consistently lower than for the Caucasian students under all test conditions and both groups performed less well than listeners who were native speakers of GAE. Thus, it appears that speakers of the southern Negro dialect commit more errors when attempting to correctly perceive GAE than do Caucasian students from the same geographic area and of the same socio-economic level. A phonemic analysis of the Ss' written responses suggested some of the differences in dialect between GAE and the speech of southern Negro and southern Caucasian students which may account for the more common errors in speech perception made by the Ss in the present experiment.

September, 1967

David B. Ryckman

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A COMPARISON OF INFORMATION PROCESSING ABILITIES OF MIDDLE- AND LOWER-CLASS NEGRO KINDERGARTEN BOYS

Fifty middle-class and fifty lower-class Negro kindergarten boys were administered a battery of eight instruments designed to assess specific information processing abilities. A component analysis of 19 variables produced five reasonably meaningful components. A General Language Ability component was the most significant item to emerge and, when class groups were compared on component scores, it discriminated most significantly between the groups. Implications for educational definition, diagnosis, and program planning were discussed.

September, 1967

Paul Weener

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# THE EFFECTS OF DIALECT DIFFERENCES ON THE IMMEDIATE RECALL OF VERBAL MESSAGES

This research will deal with the general problem of communicating in different dialects and, more specifically, with the effects of different dialects on a child's memory for verbal material. The related educational problem is illustrated by the setting in which a teacher speaks one dialect and the children in the classroom speak another dialect. Some have claimed that this setting results in problems of communication between teacher and pupils and, furthermore, that it can result in a lowered achievement record for the children who speak a dialect other than that of the teacher.

Three hypotheses will be considered: (1) Children will remember a verbal message better if it is presented by a speaker of their home dialect rather than by a speaker from another dialect; (2) When messages have no, or minimal, contextual constraints among words, children will remember better a string taken from the spoken sample of their dialect than a string taken from the spoken language of an unfamiliar dialect; (3) The greater the contextual constraints among the words in a verbal message, the greater will be the effect of the interaction between the Ss' dialect background and the source of the message.

Verbal strings will be collected, according to a procedure described by Miller and Selfridge (1950), from adult speakers of a non-standard dialect (NSD) and from a group of adult speakers of the standard dialect (SD) of the area. The Miller and Selfridge procedure yields strings of words with different approximations to English word order (AEWO's).

These lists will then be used as stimulus materials in an immediate recall task. The Ss for this recall task will be two groups of children, one group from SD-speaking parents and another group from NSD-speaking parents.

The population of NSD-speaking adults and children will be lower-social-class Negro women with residences in a predominantly Negro neighborhood of a metropolitan area. The SD-speaking population will be Caucasian women who reside in a predominantly Caucasian neighborhood in the same metropolitan area. 15 from each group will provide the stimulus lists and 48 children, between 75 - 87 months old, in the 1st grade from each population will participate in the immediate recall task. There will be 12 stimulus lists -- two lists at each of 3 AEWO's from 2 dialect groups.

One group of children (from one dialect group) will be presented a list by a non-standard dialect speaker, and another group (from the same dialect group) will be presented the same list by a standard dialect speaker. The performance differences between the group will be attributed to the differences in the phonetic aspect of the message. In comparing a non-standard to a standard list at a given AEWO greater than 1, both semantic and syntactic differences are present, but at AEWO-1 only semantic differences are present -- the effects of syntax are eliminated because the words are selected randomly for each position in these lists. As the contextual constraints among the words in a message increase, the effects of syntax on recall should increase. The effects of semantic differences will be seen by looking at differences at AEWO-1 between a group's recall performance on messages derived from their home dialect and from another dialect. The difference observed at AEWO-1, attributed to semantic differences, should increase at AEWO-2 and AEWO-4 due to the added effect of syntactic differences between messages from different dialect groups.

September, 1967

There are two major areas of the project in which sociological expertise is crucial: sampling and social stratification. The sample drawn for the Detroit Dialect Study had, as one of its objectives, to provide a cross section of the people of the city. As a point of departure, the work of sociologists, whose divisions were based on race and religion, was used. To select, at random, families with children from these areas, a procedure was formulated for drawing from the elementary schools in each area. The fieldworkers interviewed the child and one of his parents in every case, trying to maintain balance between mothers and fathers; wherever available, one teen-aged sibling and one grandparent were also interviewed. The completion of the sample and the interviews brought the project to the next phase of sociolinguistic effort: social stratification. The study based its evaluation of social position on three factors: education, occupation, and residence.

This project was completed, August, 1967.

Roger W. Shuy

Detroit Dialect Study, Michigan State University, East Lansing

DETROIT DIALECT STUDY

Recent activities include: (1) Phonological Analysis; (2) Grammatical Index Study; and (3) Sampling Procedure and Sociological Classification.

Under Phonological Analysis appears (a) Short Response Analysis where one hundred ninety interviews were coded from phonetic transcription to alpha-numeric symbols useful for the computer program. Currently, 500 interviews have been recoded, key-punched and verified. This sample has been considered large enough to run a small program for computer de-bugging. This is currently being done at Yale University. Also under (1) we have (b) Contextual Phonological Analysis. The major progress in this procedure has been to establish a technique for analysis. Once this is done, the various hypotheses concerning phonological correlates of stratification can be tested. The particular phonological phenomenon currently under analysis is the nasalization of the vowel preceding a position in the word or syllable which is filled by other speakers with one of the three nasal consonant phonemes of English. Ultimately, the tabulation of the presence, absences, and substitution of nasal consonants will be correlated with the social level of each informant.

Under Grammatical Index Study is found (a) Clause/Sentence Analysis. Charts have been set up on the basis of form and distributional environment, with three primary parameters: (1) Form; The 16 basic "sentence" types of Roberts and Gleason have so far proved adequate to cover all the occurrences in the corpus; (2) Form; The variant manifestations of these basic sentence types have been divided into three classes according to whether it is the minimum form of the sentence, an expanded form or a fragmented form; (3) Distribution; We speak here of the immediate environment in which the clause occurs. Also under the heading Grammatical Index Study comes (b) Phrase Analysis. Data for a pilot study of phrase analysis are provided by the typescripts of four Detroit Dialect Study informants: two adults (one Negro, one white) and two children (one Negro, one white) who represent different social groups. The first step in organizing the NP's (Noun Phrases) separates them into the following groups: "simple" non-prepositional, "simple" prepositional, Appositional, Relative (embedded following the NP), and coordinate. For each, the total number is tabulated and the percentage (in terms of the total) computed.

On the basis of current analysis, a number of hypotheses are being investigated. Some of those bearing directly on the present research are as follows: (1) There may be quantitative differences between speakers with regard to the frequency of such constructions as relatives, appositionals, and coordination. (2) The ratio of relatives to appositionals may be significant between groups of speakers. (3) The relative pronoun form (wh-, that, and ∅) may reflect significant differences in terms of the relative frequency of the forms. (4) There may be significant differences in the "actual" occurrence of pronominal apposition in relation to the "potential" occurrences of it among different groups of speakers. (5) There may be a significant use of nominal apposition as a "type of editing device" that separates groups of speakers. (6) The use of conjunctions in serial coordination may be significant among certain groups of speakers. (7) The relative frequency of certain types of transformations such as nominalization, permutations, deletions of elements, etc. may distinguish groups of speakers. (8) There may be a significant correlation of certain "set generic" relatives and coordinates characterizing some groups of speakers.

September, 1967

Sandor B. Brent, Evelyn W. Katz

Department of Psychology, Wayne State University, Detroit

A STUDY OF LANGUAGE DEVIATIONS AND COGNITIVE PROCESSES

This program of research has been directed toward the identification and description of cross-cultural and developmental differences in the conceptualization and linguistic expression of spatial, temporal, causal, and logical relationships.

Within this broad, general frame of reference several areas of concentration have emerged: (1) Investigations of cultural, developmental, contextual, and situational factors which influence the connectedness and coherence of spontaneous discourse. (2) Developmental and normative investigations of the principles underlying the usage and comprehension of linguistic clause connectors (i.e., grammatical conjunctions). (3) Investigations of cross-cultural and developmental differences in the principles underlying the conceptualization and linguistic representation of simple geometric forms and concrete spatial relationships.

September, 1967

W. Nelson Francis, Beryl L. Bailey, Robert H. Meskill

Brown University, Providence, Rhode Island

PREPARATION OF MATERIALS AND COURSE OF STUDY FOR IMPROVING THE COMMAND OF STANDARD ENGLISH OF ENTERING FRESHMEN AT TOUGALOO COLLEGE, MISSISSIPPI

This program is based on the fact that the language problem is central to the academic deficiencies of many college students.

Not only do Tougaloo students speak a dialect considered "socially inferior" but this very fact shows that they are ill-prepared to handle the language of educated discourse in which their education is to be conducted. Previous "traditional" attempts at remedial English have met with discouragement and failure on the part of the students. Modern language teaching techniques and skills will be brought to bear on this problem, and the aim will be not to eradicate or replace the students' native speech, but to give them in addition a command of a version of English that will not handicap them. This "bidialectism" is by no means unique in the world.

The first phase, June 1965 to July 1966, consisted of a linguistic analysis of the language of Tougaloo pre-freshmen, carried out by Dr. Beryl Bailey, and an "attitude survey," intended to reveal the attitude of Tougaloo students toward various varieties of standard English, carried out by Richard Tucker of McGill University.

Preparation of instructional materials for use in the classroom and the language laboratory was begun by Dr. Robert Meskill in the summer of 1966. The materials were tried out with experimental sections in the pre-freshman program. Revised versions were used in an experimental freshman section and further materials were prepared during the academic year 1966-67.

A sketch grammar of Mississippi Negro dialect has been developed and teaching materials (including laboratory tapes) for teaching standard dialect are in preparation.

Techniques for analysis of a sizable sample of spoken language by computer and also for retrieval of information about grammatical deviance of the dialect are being developed at the present. Once the computer analysis techniques have been perfected, they will be used to extract a great deal more information about the corpus of spoken and written Mississippi English collected at Tougaloo.

During the academic year 1967-68, trial, testing, and revision of all phases of instructional materials will be carried out along with an evaluation of the whole program.

It is anticipated that the full set of materials will have been prepared and tested by June 1968.

September, 1967

Martin Deutsch, et al.

Institute for Developmental Studies, New York University

LONG-RANGE INVESTIGATION OF THE DEVELOPMENTAL, PSYCHOLOGICAL AND SOCIAL DETERMINANTS OF LEARNING AND INTELLIGENCE, WITH PARTICULAR EMPHASIS ON THE ROLE OF ENVIRONMENTAL INFLUENCES

The range of this research is very wide and the following description is just an outline of some aspects of the work.

1. The Verbal Survey. This has investigated the verbal and conceptual performance of lower- and middle-class, first and fifth grade, white and Negro children. The relationship between social environment and verbal/conceptual ability has been studied, also patterns of performance in these ability areas have been related to general academic achievement. Five distinct problems have been investigated: (1) the relationships among various facets of verbal and conceptual behavior; (2) the effects of social deprivation on verbal and conceptual abilities; (3) cognitive and verbal patterning according to age; (4) potential differential relationships between environmental deprivation and cognitive functioning; and (5) the degree to which and the manner in which the various verbal and cognitive tests are related to academic achievement, particularly to reading skill.

2. Communication of Classroom Information. This is designed to explore the language skills of the intellectually normal but socially disadvantaged child. The receptive language study dealt with comprehension, the expressive language study with linguistic skill and speech content.

3. The Telephone Study. This is devised to obtain representative speech samples from young children for close study of their verbal behavior. Three variables were analyzed: (1) the degree to which the child used more than routine, unelaborated factual responses; (2) his ability to make himself easily understood; (3) his use of complete sentences or complete phrases.

4. Reading Research. Studies of the child's basic reading skills, of the effects of psychopharmacologic agents on children's reading performance and their reaction time, of visual and auditory efficiency in reading, and of reading performance among retarded readers have been conducted, along with many subsidiary investigations.

This project is scheduled to terminate 12/31/69.

Vera P. John, Tomi D. Berney, Joanne Giudici, Sara Moskovits, Marshall Peller

Ferkauf Graduate School, Yeshiva University, New York

A STUDY OF LANGUAGE CHANGE IN INTEGRATED AND HOMOGENEOUS CLASSROOMS

Objectives: During the pre-school years, children exhibit substantial changes in their language; some of these are phonological shifts (changes in articulation); others reflect increases in receptive and productive vocabularies; lastly, changes take place in the functional diversity of language use. Systematic enrichment at the pre-school level has been shown to contribute to the growth of the receptive vocabulary of pre-school children participating in short-term (Headstart 1965) programs as well as in year-round features of language growth in pre-school enrichment programs. However, the significant development of other features of language growth in pre-school children might require a more varied approach and investigation.

(1) The impact of peer-group interaction is inadequately explored in most existing research. One of the predictions made in this study is that although vocabulary growth can take place in disadvantaged children regardless of the ethnic composition of their classroom, changes in "non-standard" dialect patterns are not likely to take place in such a classroom as a non-integrated one. These changes are most likely to occur as a function of close personal associations among children speaking standard and non-standard dialect patterns. The testing of this prediction will be investigated in integrated and non-integrated pre-school classrooms. (2) Language skills emerge in the context of interpersonal relationships and thus become a tool of communication. However, children between the ages of 4 and 7 come to rely upon verbal skills as a necessity for solving intra-personal (cognitive and emotional) problems, and thus use language as a tool of thought. This development in language function might be too slow or limited among disadvantaged children. It is here hypothesized, that although verbal interaction in the classroom stimulates the development of verbal skills of communicative import, it is necessary to supplement this experience with planned individual tutoring to effect in disadvantaged children a growth of productive language of cognitive import.

In brief, then, the objectives of this study are to assess the impact of varying features of pre-school experience (peer interaction in integrated classrooms, and specialized tutoring) upon specific features of language growth and reading readiness among disadvantaged children.

Procedures: Four groups of 20 children from a single speech community are to serve as Ss in this study. 40 Negro pre-school children will be chosen from the integrated schools of Westbury, Long Island, one group of children from a neighboring all Negro pre-school, and 20 Negro children who do not attend pre-school will serve as a control group. To test the first prediction concerning dialect changes, the story-telling technique will be administered to the Ss, in the integrated and in the all-Negro setting. To test the first prediction, half of the experimental children will receive specific tutoring in verbal mediation, while the other half will have an individual play-period. Use of mediation will be measured three times during the school year.

September, 1967

Vera John, Tomi D. Berney

Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, New York

ANALYSIS OF STORY RETELLING AS A MEASURE OF THE EFFECTS OF ETHNIC CONTENT IN STORIES

It was the purpose of this investigation to examine the psychological impact of stories and story books upon pre-school children drawn from a variety of ethnic backgrounds by means of standardized retelling of the stories. The selection of a research problem of this type was motivated by theoretical as well as practical considerations.

The examination of the transformations that the stories undergo when retold by children, it was projected, might reveal the patterns of variations for the children with varying degrees of experience with language.

One of the broad objectives of this study was as follows: to discover whether the standardized story retelling technique could be used to gain language samples from young low-income children drawn from a variety of ethnic and language backgrounds; rural, as well as urban. By discovering whether this method was applicable to gathering sequential samples from children raised under such widely varying circumstances, they hoped to perfect a tool optimally suited for monitoring changes in language skills as a function of educational intervention.

There is a recurrent controversy which related to the types of books and stories of greatest intrinsic interest to children raised in poverty: Do children respond with greater attentiveness, accuracy of detail, and general pleasure, to stories with heroes representing their own ethnic groups, as contrasted with animal stories, or heroes drawn from the mainstream of American life?

In this investigation, the researchers were concerned with the use of books relative to the above points in pre-school classrooms. They approached the questions in a variety of ways: (1) The use of books in Head Start programs, representing widely divergent ethnic communities, were examined. Careful observations were made concerning the effectiveness of different types of books with children drawn from rural and urban, Negro and Indian, Mexican and Puerto Rican communities. (2) The impact of story books of differing ethnic content was examined in a controlled manner. The question whether children retell with more accuracy a story set in a familiar context in contrast with an unfamiliar setting was explored. (3) This study was aimed at discovering patterns of language performance, as measured by the story retelling technique among five groups of pre-school children: Negro, Puerto Rican, Mexican-American, Sioux Indian, and Navajo.

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A STUDY OF THE STRUCTURE OF ENGLISH USED BY NEGRO AND PUERTO RICAN SPEAKERS OF NEW YORK CITY

Field research in South Central Harlem and other urban ghetto areas has been completed in our general study of the structural and functional conflicts between standard English and the non-standard vernacular. In the past year, interviews with a stratified random sample of 100 adults in three areas of South Central Harlem was completed. This material, which includes subjective reaction tests developed in the course of previous research, has been added to the large body of interviews with pre-adolescent and adolescent peer groups. We are currently summarizing our grammatical and phonological analyses of this data, comparing the formal interview situation with the behavior of the same individuals in excited, spontaneous interaction with their peers. The characteristics of natural speech are being compared to reading performance and academic records which we have recently obtained with the cooperation of the public school system.

A number of short publications have been prepared recently which summarize some of the preliminary findings in reference to educational and linguistic problems:

Labov, William, Paul Cohen and Clarence Robins. A Preliminary Study of English Used by Negro and Puerto Rican Speakers in New York City. Final Report - Cooperative Research Project No. 3091, Office of Education, 1965.

Labov, William and Paul Cohen. "Some Suggestions for Teaching Standard English to Speakers of Non-Standard Urban Dialects" for Chapter V in Oral Language for Speakers of Non-Standard English. Submitted to the Bureau of Curriculum Research of the Board of Education of the City of New York, 1967.

Labov, William. "Some Sources of Reading Problems for Negro Speakers of Non-Standard English," in Alexander Frazier (Ed.) Directions in Elementary English. Champaign, Illinois: NCTE, 1967.

Labov, William. "The Non-Standard Vernacular of the Negro Community: Some Practical Suggestions." Seminar in English and Language Arts, Temple University, May, 1967.

Labov, William and Paul Cohen. "Systematic Relations of Standard Rules in the Grammars of Negro Speakers." 7th Project Literacy Conference, Cambridge, Massachusetts, May, 1967.

September, 1967

NEW YORK - New York 30.

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DEVELOPMENT OF READING AND LANGUAGE ARTS MATERIALS FOR CULTURALLY DISADVANTAGED YOUTH IN GRADES 7, 8 AND 9 URBAN DEPRESSED AREA SCHOOLS

The project made a careful analysis of research studies relevant to disadvantaged youth. On the basis of the findings and on the basis of the experience of staff members (all of whom were experienced teachers who had extensive experience with disadvantaged youth) guidelines were established for the selection of reading-literature materials, methodology, supplementary and enrichment readings and audio-visual aids. A basic format for the arrangement of materials in the anthologies and teachers' manuals was agreed upon and materials for use in the 7th, 8th, and 9th grades were prepared for experimentation in selected New York City junior high schools. Included in each unit are lessons that deal with language concepts, writing skills, critical and developmental reading skills, and oral language practice.

Four revised anthologies and manuals for 7th grade have been published by the Macmillan Company (A Family is a Way of Feeling, Stories in Song and Verse, Who Am I?, and Coping). Four revised anthologies and manuals for 8th grade will be published by Macmillan in the Fall of 1967 (Striving, Creatures in Verse, Two Roads to Greatness, and A Western Sampler).

Continued pilot testing of 9th grade materials is now underway in selected schools in: New York City; Benicia, Berkeley, San Diego, and San Jose, California; Westport, Connecticut; Fort Lauderdale, Florida; Baltimore, Maryland; Cleveland, Ohio; Philadelphia, Pennsylvania.

September, 1967

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THE DIALECT REMEDIATION PROJECT OF TEMPLE UNIVERSITY - BEREAN INSTITUTE

The overall objective of the project was to increase the employability of 160 unemployed Negro female high school graduates. It was assumed that full-time training in secretarial skills and in speech over a nine-month period would accomplish this objective.

Research objectives in speech included: (1) the identification and description of those features that might be having a negative effect on employability; (2) testing the effectiveness of a training program designed to improve speech; (3) discovering those psychological, social and educational variables associated with pre-training performance, post-training performance, and eventual employability. A tape recording was made of each girl reading a standard passage. Trained judges rated each recording on a scale of over-all speech effectiveness. The girls were then divided into experimental and control groups matched on the basis of speech ratings. The experimental group received nine months of speech training as part of their secretarial training, the control group received secretarial training but no speech work. Pre-training recordings were further subjected to phonological and grammatical analysis. A standard test of speech intelligibility was also administered.

During the final week of the training program, each girl was recorded again and a second set of ratings, intelligibility scores, and phonological-grammatical scores obtained.

An analysis of the data indicates that: (1) speech training is related to significant improvement in general speech effectiveness and in specific linguistic features assumed to be characteristic of sub-standard aspects of Negro dialect; (2) speech intelligibility as measured in this project, is unrelated to other speech measures and to the performance changes differentially associated with speech training; (3) ratings of speech effectiveness and scores based on linguistic features show stability from time to time and are correlated among themselves.

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PATTERN PRACTICE FOR STUDENTS USING A NON-STANDARD DIALECT

The program has three principal objectives: (1) an awareness of those language patterns regarded as standard by educated citizens of the community; (2) the ability to switch speech patterns to fit changing situations; and (3) the acquisition of a second language, i.e., standard English, for pupils with non-standard speech habits, which will possibly improve their social and economic opportunities.

Materials. 87 drills have already been written, in the areas of be (46), -s forms of verbs (8), a/an (3), negatives with any-forms and with either (16), and interdentals (14). These drills are in semi-final form, awaiting suggestions for possible revision from the teachers who have used them in the schools. During the coming year, the investigators hope to write drills based on the remainder of the foregoing analysis of non-standard speech and to complete those areas already partially treated. Hopefully, by the end of the 1967-1968 school year the materials will be ready for publication. Meanwhile, teachers will be using the drills as they are written, and their suggestions will be taken into account in preparing the final draft. Sufficient background information will be included so that teachers will understand what linguistic contrasts are involved and what types of difficulties to expect in the classroom.

The McGraw-Hill LP recording "Our Changing Language" (Gott-McDavid) will be introduced into all classes using the pattern drills, in order to give students a feeling for language change and variety of language usage, both historical and regional. It is felt that an understanding of the appropriateness of language types on chronological and geographical lines will provide a bridge to the understanding of the vertical differences of social usage.

Students will be provided with exposure to social situations outside the classroom in which the use of standard English is appropriate. The investigators believe that little would be served if they were to teach the language without providing opportunities to learn about the culture from which the language emanates.

Teacher training. Workshops and in-class demonstrations were held during the past year for teachers. On April 15, 1967, an all-day workshop was conducted for teachers from eleven other Pittsburgh-area junior high schools that qualify for the program. The workshops have been designed to cover, as extensively as possible in the time available, the following general topics: (1) What is standard English? (2) The need for bi-dialectalism; (3) What is contrastive analysis? (4) What is pattern practice? (5) Procedures and results of the research; (6) The drills already written, techniques for their use, and demonstration.

Additional workshops and demonstrations are contemplated for the year ahead for new staff in the schools already reached and for teachers of seventh and eighth grade classes in qualifying Pittsburgh public schools. Classroom observations will be initiated so that comments and suggestions may be made to the teachers on their techniques in the use of pattern practice materials.

September, 1967

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DEVELOPMENT OF A PROGRAM TO TEACH STANDARD AMERICAN ENGLISH TO SPEAKERS OF NON-STANDARD DIALECTS

This study was designed to provide an empirical basis for a Job Corps speech training program. It was not a traditional speech and language study. It did not, for example, rely exclusively on traditional linguistic analyses of speech samples. It supplemented such analyses with evaluations by speech clinicians and, more significantly, with objective tests of speech skills. The most radical innovation, however, consisted in replacing textbook standards of speech adequacy with standards set by employers.

The study set out to assess empirically two related assumptions: (1) that there are speech skills that differentiate between the employable and the non-employable; and (2) that Job Corpsmen have deficiencies in such skills.

The results of the study support both assumptions. Whether assessed by objective tests, by speech clinician ratings, or by linguistic analyses, there are speech and language skills that differentiate between the employable and the non-employable. These include phonological, grammatical, and lexical skills. On the basis of the results obtained, it has been estimated that approximately three-quarters of the Job Corps population have deficiencies in one or more of these critical speech skills. Training recommendations have been formulated to overcome these empirically identified Corpsmen deficiencies, which, if left uncorrected, can seriously affect their employability and job opportunity.

September, 1967

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THE SPEECH OF NEGRO HIGH SCHOOL STUDENTS IN MEMPHIS, TENNESSEE

The faculty of LeMoyne College has always been concerned about the speech of the students who enrolled there, and has been aware that an attack on this problem should be made before the students reach college level. In recent years, high school teachers have also begun to feel that something should be done to improve the speech of their students. The present study is an effort on the part of the English Department of LeMoyne College to find ways of helping the high school teachers with this problem. A great deal of effort needs to be made to help the culturally deprived Negro student to speak standard English, so as to avoid the stigma of inferiority.

The primary objective of this study is to describe the speech of the Negro high school students of Memphis and to compare their speech patterns with those of the standard English of the area, assumed to be a standard variety. It is hoped that the study will lead to a better understanding of what needs to be done, if these students are to learn to use standard English, and the preparation of more adequate materials for helping them to do so.

A preliminary study was begun in the spring of 1964, and intensive work started in the fall of 1965. The speech of 18 students from three of the large high schools in Memphis, where the student body is totally Negro, has been recorded on tape. A composite method has been used for gathering material: that used for the Linguistic Atlas of New England (interviewing individual informants who respond to the same body of material, usually with one word or phrase); and the method used first by Professor John Gumperz -- taping group discussions. The emphasis of the study is on morphology and syntax, as it is believed that there is little difference between the phonologies of local whites and Negroes. A phonological analysis is, nevertheless, being done. All of the material has now been gathered, and the phonological analysis is essentially complete. The morphological and syntactic analyses are well underway. These analyses will then be compared with standard English, as described by Fries, Francis and Roberts.

A summation of the findings will be made probably by December, 1967.

September, 1967

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AN ACOUSTIC AND SOCIAL DIALECT ANALYSIS OF PERCEPTUAL VARIABLES IN LISTENER IDENTIFICATION AND RATING OF NEGRO SPEAKERS

Purpose. The purpose of this proposed research is to provide information on: (1) Listener perception of the racial identity of speakers and (2) Social and acoustic variables which contribute to the qualitative rating of Negro speakers by both Negro and Caucasian listeners.

Expected contributions. It is believed that this study will provide information which will be useful in current and future research on the effect of dialect related speech differences on the educational, vocational and psychological welfare of children and adults. Information provided by this study on the interaction of social and acoustic variables in listener behavior toward speakers will make contributions to educational programs directed at helping children and adults of minority groups participate fully in the educational and vocational opportunities of society. It is expected, for example, that this study will contribute specific facilitating information to programs designed to preserve the vocational opportunity of Negro professionals on newly integrated school faculties. The experience of this investigator in such programs has demonstrated the critical need for this information.

Procedures. Samples of the speech of Caucasian and Negro speakers will be recorded using a standard reading passage. The recordings will be scored on general speech proficiency using a semi-objective articulatory product formula. Listeners will be asked to identify the race of each speaker and to make their own speech proficiency rating on a three point scale. Study will be made of the function of speech proficiency, socioeconomic status, educational background and other variables in listener identification and rating of speakers. Speakers most often identified as being Negro will be compared on selected acoustic variables with speakers most often identified as being Caucasian. The interrelationship of speaker and listener variables and intergroup comparison will be determined through statistical treatment of the data.

September, 1967

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A METHODOLOGICAL PILOT STUDY FOR THE SURVEYING URBAN SPEECH PATTERNING AS A FUNCTION OF SOCIO-ECONOMIC FACTORS (in Leeds, England)

The goals of the study are: (1) the development and application of scientific sampling techniques for a large English city such as Leeds; (2) the formation of a systematic phonological inventory of each informant; (3) an analysis of each phonological inventory as a function of socio-economic classes which were defined in the 1966 census; (4) the development of some acoustical correlates of socio-linguistic patterning; (5) the development of computer programs so that the data could be processed electronically; (6) the development of a transformational grammar based on extended speech data for speech patterning classification as a function of syntactical variation.

The method consisted of three parts: (1) the scientific selection of the informant sample; (2) a questionnaire for eliciting minimal pairs for an acoustical phonological analysis; (3) a biographical data sheet for socio-economic classification of each informant; (4) the use of an Uher Report L 4000 portable tape-recorder with a high fidelity microphone at 3.75 ips with a frequency range of 40 to 16,000 cps.

A random sample of 20 indicates that speech patterning in Leeds, England is definitely a function of socio-economic classes.

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